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ABSTRACT

This curriculum guide is designed for a course based on Ovid's poetry. It includes a statement of the broad goals and performance objectives of the course, a summary of course content, suggestions for the expansion of material, sample evaluations, and a list of references. (PMP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

FOREIGN LANGUAGE

Latin: OVID'S POETRY

(7515.05)

Dade County Public
Schools, Miami, Fla.

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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OVID'S POETRY

7515.05

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
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COURSE DESCRIPTION

The material of this course is based on mythology from Ovid's poetry. The teacher will present a review of grammar as the need arises. This quin may be studied in any sequence.

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BROAD GOALS AND PERFORMANCE OBJECTIVES

A. The broad goals:

1. To learn a little about who Ovid was and about his influence on literature;
2. To learn something about the Augustine Age of Latin literature;
3. To review the forms and grammar, as needed, in order to more easily read some of Ovid's poetry;
4. To learn some of the poetic devices which Ovid used, so as to get some feeling for his poetry.
5. To use some of Ovid's vocabulary as a base to improve the students' English vocabulary, through a study of derivatives;
6. To improve the students' knowledge of Graeco-Roman mythology;
7. To read or translate some selections of Ovid's poetry.

B. The performance objectives (The minimum performance for a majority of students is 80%)

1. Given a series of ten objective questions on Ovid's life and his influence on Western Literature, the students will correctly answer these questions.
2. Given a series of ten objective questions on the Augustine Age of Latin Literature, the students will correctly answer eight.
3. Given a list of ten short passages from the selections of Ovid's poetry read in class, each containing one figure of speech or rhetoric, and a list of these figures, the students will correctly match these two lists by

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identifying the figure in each passage.

4. Given a passage of not more than five lines from Ovid's Metamorphoses, with all the macrons marked, the students will correctly scan these lines, make all the necessary elisions, marking the caesura in each line, and the ictus in each foot.

5. Given a list of ten words taken from Ovid's Metamorphoses, the students will give one English meaning for each word, and then write either a sentence or a phrase, using each English word correctly in that sentence or phrase.

6. Given a passage of not more than twenty lines which is taken from one of the selections studied in class the student will read the passage and answer ten objective questions based on the comprehension of this passage.

7. Given a list of ten characters from the selections read in class and a list of characteristics identifying these characters, the students will correctly match these two lists.

8. Given a list of topics dealing with Ovid and his influence on Western Literature and Art, the student will write briefly on one.

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COURSE CONTENT

This course is basically Ovid's poetry and references which will aid in more easily reading and understanding his poetry.

A. A short survey of Ovid's life and his influence on Western Literature.

B. A short survey of the Augustine Age of Latin literature:

C. A short review of the inflectional forms:

D. Some of the special usages of Ovid:

1. The compound adjective with /-fer/:
2. The ablative singular /-mine/ for /-tū/ for some fourth declension nouns:
3. The Greek declension endings:
4. The frequent use of/-ere/ for /-erunt/ in the perfect.
5. The frequent use of the contracted perfects (e.g., "portārat" for "portāverat")
6. The use of the basic verb instead of its compound (e.g., "pōnō" for "depōno"):
7. The middle voice:
8. There are some special case uses which are not taken up as they are met.

E. A short survey of the mechanics of the dactylic hexameter and the poetic devices which Ovid uses:

1. The scansion of the dactylic hexameter with the elisions, the placing of the caesura and ictus:
2. The figures of speech and rhetoric which he uses:
   a. alliteration:
   b. anaphora:
   c. asyndeton:
   d. chiasmus:

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e. euthemism;

f. hendiadys;

g. hyperbole;

h. litotes;

i. metaphor;

j. metonymy;

k. onomatopoeia;

l. oxymoron (paradox);

m. periphrasis;

n. personification;

o. polysyndeton;

p. simile;

q. synecdoche;

r. synesthesia;

s. tmesis;

t. zeugma;

F. Reading Ovid. The Metamorphoses is his most important work and the most widely read, and selections from it are more readily available than are any other of his works. There are two books with selections of this work, and at least one of them is in every school which has an extensive Latin program. The recommended selections from each of these books are:

1. From Using Latin II:

a. Daedalus and Icarus, the First Aviators;

b. Midas and His Touch of Gold;

c. Midas as the Judge of a Music contest;

d. Deucalion and Pyrrha

e. Proserpina;

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f. Orpheus and Eurydice;

[illegible]. Atalanta and Her Last Race;

[illegible]. Pyramus and Thisbe.

2. From Knapp's Vergil and Ovid:

a. Daedalus and Icarus, the First Aviators

b. Midas and the Touch of Gold;

c. Deucalion and Pyrrha;

d. Orpheus and Eurydice;

e. Atalanta and Her Last Race;

f. Pyramus and Thisbe;

g. The Rescue of Andromeda.

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EXPANSION OF MATERIAL

[illegible] of "An Ovid Reader" is recommended. This book has selections from Amores, Ars Amatoria, Fasti, and Tristia besides the Metamorphoses. For those who wish to read selections of Ovid's poetry other than the Metamorphoses, this is an excellent book. To use this book, another Latin meter besides the dactylic hexameter must be taught. It is the elegiac couplet, and it is described in the introduction. Below is a list of recommended selections:

A. From Amores:

Corinna Bleaches and Loses Her Hair.

B. From Ars Amatoria:

The story of Daedalus and Icarus in place of the one in the Metamorphoses.

C. From Fasti:

1. The Lying Merchant;

2. How Vicus Sceleratus received his name.

D. From Tristia:

A selection from Ovid's Autobiography.

These selections give an interesting insight into the life of the upper classes of Rome during Augustus' reign.

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SAMPLE EVALUATION

A. Ovid's life and his influence on Western Literarue.-

Performance objective -- B-1

1. Fill in the blanks with the correct answer:

a. Ovid's full name _____

b. The date of his birth _____

c. The date and place of his death _____

d. Name three of his works, other than the Metamorphoses

1) _____

2) _____

3) _____

2. Answer the following true or false statements:

a. All of Ovid's poetry praised Augustus.

b. Ovid was as successful a politician as he was a poet.

c. Ovid greatly admired the urbane sophistication of Rome.

B. The Augustine Age: - Performance objective - B-2

1. Answer the following true or false statements:

a. The Augustine Age of Latin Literature was the Golden Age of Latin Literature.

b. Poetry was the most common form of literature produced in that period.

c. Augustus was indifferent to the authors and their literature.

d. Maecenas was Ovid's patron.

e. Ovid was the disciple of Propertius.

2. Match the name of the book or type of poet with the name of the author:

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Col A	Col B
a. Aeneid	1. Catullus
b. De Rerum Natura	2. Horace
c. Odes and Epodes	3. Lucretius
d. A lyric poet	4. Propertius
e. An elegiac poet	5. Vergil

C. Figures of Speech and rhetoric:

Below is a list of figures of speech and rhetoric, and then ten passages from selections studied in class, each containing a figure of speech or rhetoric. Identify the figure in each passage by putting the letter corresponding to that figure in the margine: - Performance objective — B-3

a. alliteration	e. metonomy
b. anaphora	f. periphrasis
c. chiasmus	g. personification
d. litotes	h. synchesis

1. Ō multum miseri meus illiusque parentes
2. laedere inctātis māternās ossibus umbrās
3. īnstrictamque fidem gemmīs et dentibus Indīs
4. Monte suō senior iūdex cōnsēdit et aurēs
   tīnerat arboreus: quercū coma caerula tantum
   cingitur, et pendent circum cava tempora glandēs.
5. Quid quod inest virtūs et mēns interrita letī?
   Quid quod ab aequoreā numerātur orīgine quārtus?
   Quid quod amat tantīque putat cōnūbia nostra
6. Vix sibī crēdens non altā fronde virentem
7. et modo sol nimius nimius modo corripit imber
8. vāde ait ad magnīs vīcīnum Sardibus amnem

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9. Flūmina subsīdunt collēsque exīre videntur.

10. Iuniter ut liquidīs stagnāre palūdibus orbem

[illegible] superesse virum dē tot modo mīlibus unum,

[illegible] superesse videt dē tot modo mīlibus unum.

D. Scansion: Scan the following lines, marking all the elisions, the caesura in each line and the ictus in each foot:

Performance objective — B-4

Instruit et nātum "Medio" que "ut limite curras,

Icare," ait, "moneo nē sī dēmissior ibis,

[illegible] pennās, sī celsior, ignis adūrat.

Mē duce carpe viam." Pariter praecepta volandi

trādit et ignōtās umerīs accommodat ālās.

E. Derivatives:

Give one english word derived from each of the following Latin words. Then use that English word correctly in a sentence or phrase.- Performance objective — B-5

1. licet
2. vage
3. [illegible]
4. [illegible]
5. [illegible]
6. blanditiae
7. haustus
8. amborum
9. palūdibus
10. ossa

F. Comprehension:

The following is a selection from the story of Deucalion and Pyrrha. Jupiter had destroyed the earth's inhabitants by flood, all except for these two. This part of the story

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takes place at the temple of Themis, where they had prayed for guidance as to what to do now that the flood had receded.

Performance objective — B-6

Mota dea est sortemque dedit: "Discedite templo,
et vēlāte caput cīnctāsque resolvite vestēs,
ossaque post tergum magnae iactāte parentis."
Obstipuēre diū, rumpitque silentia vōce
Pyrrha prior iussisque deae pārērе recūsat,
detque sibi veniam pavidō rogat ore, pavetque
laedere iactātis māternās ossibus umbrās.
Intereā repetunt caecīs obscūra latebrīs
verba deae sortis secum inter sēque volūtant.
Inde Promēthīdēs placidīs Epimēthida dictīs
mulcet et, "Aut fallāx," ait, "est sollertia nōbīs,
aut pia sunt nūllumque nefās ōrācula suadent.
Magna parēns terra est; lapidēs in corpore terrae
ossa reor dīcī; iacere hōs post terga iubēmur."

Read the above passage and then answer the following questions based on the passage:

1. Multiple choice:
   a. What did the goddess Themis tell Deucalion and Pyrrha to throw behind their backs? (A. rocks; B. tree branches; C. the bones of their mothers)
   b. "Obstipuēre in 4 means (A. they were amazed; B. to be amazed; C. to amaze somebody; D. they amazed somebody.)
   c. After leaving the temple, who was the first to speak? (A. Pyrrha; B. Deucalion; C. Themis.)

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2. True or False:

a. Pyrrha refused the command because she did not want to show disrespect to her dead mother.

b. Deucalion and Pyrrha were so startled at the goddess' reply that they refused to discuss it.

c. Deucalion finally interpreted the goddess' command correctly.

3. Fill in the blank:

a. Deucalion and Pyrrha were commanded to throw these behind their back _____

b. Promethides is another name for _____

c. Epimethida is another name for _____

d. "Magna parens" was _____

7. Mythology: Match these two lists correctly:

Performance objective — B-7

Col A	Col B
1. Cupid	a. The builder of the labyrinth
2. Medius	b. Returned Silenus to Bacchus
3. Eurydice	c. The faun who frequently followed Bacchus
4. Hippomenes	d. The god who controlled the storms.
5. Midas	e. Another name for Apollo
6. Orpheus	f. Ovid calls him "Filius Veneris and "sagittifer"
7. Pan	g. The queen of Hades
8. Phoebus	h. The suitor of Atalanta
9. Proserpina	i. A famous musician and poet in mythology
10. Triton	j. This girl almost returned from the underworld

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. influence:

— Below are three topics dealing with Ovid and his influence on Western Literature and Art. Choose one of them and discuss it in writing. Performance objective — R-2.

1. The influence of Ovid on Renaissance artists.
2. The influence of Ovid on English poets.
3. The idea of Ovid towards the gods and towards women, and the influence of these ideas on Western artists.

Answers to the sample evaluation:

A. Ovid's life:

1. a. Publius Ovidius Naso

b. 43 BC

c. 10 AD at Tomi on the Black Sea

d. Three of the following: Amores; Ars Amatoria, Remidia Amoris, Heroides, Fasti, Tristia, Medea, Epistulae ex Ponto.

2. a - F; b - F; c - T

B. Augustine Age of Latin Literature:

1. a - T; b - T; c - F; d - F; e - T

2. a - 5; b - 3; c - 2; d - 1; e - 4

C. Figures of Speech:

1 - a; 2 - h; 3 - f; 4 - g; 5 - b; 6 - d; 7 - e

8 - h; 9 - e; 10 - b

D. Scansion:

In-stru-it et nā-tum me-di-ō-que ut l'-mi-te cur-rās

l-ca-re a-it mo-ne-ō nē si dē-mis-si-or ī-bis

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[illegible] in-vat cen-nis si cel-si-or [illegible]-is-du-rit

mō nu-ce cor-pe vi-rum. ia-ci-ter prae-cen-ta vo-lu-di

[illegible] it in-nō-tos u-mo-ris ac-com-mo-dat ā-ius

E. (This will vary)

F. Comprehension:

1. a. - 2; b - A; c - A;

2. a. - T; b - F; c - T

3. a. the bones of their mothers

b. Deucalion

c. Pyrrha

d. the earth

G. Mythology:

1. - f; 2. - a; 3. - j; 4. - h; 5. - b; 6. - i;

7. - c; 8. - e; 9. - g; 10. - d

H. (This will vary)

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